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ENGLISH AS A SECOND LANGUAGE FOR MEXICAN AMERICANS.

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THE TEACHING OF ENGLISH AS A SECOND LANGUAGE TO SPANISH-SPEAKING STUDENTS IS A CHALLENGING AND COMPLEX TASK. IN ORDER TO PLAN AN ADEQUATE CURRICULUM, THERE MUST BE A CLEAR UNDERSTANDING OF THE ACADEMIC AND CULTURAL OBJECTIVES TO BE MET. FOUR FACTORS WILL INFLUENCE IMPLEMENTATION OF THE OBJECTIVES--THE STUDENTS, THE TEACHERS, THE SCHOOL, AND THE COMMUNITY. EACH CONTRIBUTES VARIABLES WHICH MUST BE TAKEN INTO CONSIDERATION. THE PRIMARY OBJECTIVE IN TEACHING THE MEXICAN AMERICAN IS TO DEVELOP HIS ABILITY TO COMMUNICATE IN ENGLISH. AURAL-ORAL MASTERY IS LOGICALLY GAINED THROUGH LANGUAGE ARTS. IT IS IMPORTANT THAT THE LISTENING-SPEAKING-READING-WRITING SEQUENCE BE DEVELOPED ON VALID LINGUISTIC PRINCIPLES. THE AUTHOR INCLUDES POEMS, GAMES, SONGS, AND STRUCTURED ORAL DRILLS FOR GRADE 1, AND INDICATES AREAS OF CURRICULAR IMPORTANCE FOR GRADES 2-8. OF LATE THERE HAS BEEN A MOVE TOWARD TEACHING SPANISH-SPEAKING STUDENTS IN SPANISH WITH AN ATTENDANT EMPHASIS ON THEIR CULTURAL INHERITANCE. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (BR)

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FOR
MEXICAN AMERICANS

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ENGLISH AS A SECOND LANGUAGE

FOR

MEXICAN AMERICANS

Introduction

The Elementary and Secondary Education Act of 1964 with its emphasis on educational opportunities for the economically disadvantaged has had an unusual impact upon the teaching of English as a Second Language. To the schools of the Southwest and particularly the cities on the border, the challenge of meeting the needs of the Mexican American is not a new problem. In fact the schools in this area have wrestled with this problem for over half a century, and although there have been significant gains, the challenge to provide the Mexican American with meaningful educational experiences is still one of paramount importance.

Although some of the more vocal critics of the schools seem to be aware of only the failures, some of the evidence shows that schools have done and are doing a creditable job in educating the Mexican American. Today many Mexican Americans educated in the public schools are holding important positions in every profession, such as doctors, lawyers, teachers, and technicians. The Mexican American is serving his country in almost every branch of government; there are senators, representatives, judges, mayors, school board members, and other governmental officials. There are community leaders highly respected by both the Mexican American and the Anglo American. More Mexican Americans are graduating from high school and college each year. These facts may tend to make the educator complacent, but if he is honest he must also admit that there are too many school drop-outs and that academic achievement is consistently low among the Mexican Americans.

Objectives

In order to plan a curriculum for the Mexican American, it is of primary importance to have a clear understanding of the basic objectives. What are the schools trying to teach? What are the specific needs of the Mexican American? What school experiences will help the Mexican American become a successful, contributing member of society? To teach English not only as a means of communication but also as a vehicle of culture is a feat that requires innate resourcefulness, conscientious planning, logical procedures, and organized approaches. The objectives for such a program may be stated under academic development and cultural orientation. The interrelationship between academic development and cultural orientation is such that in actual teaching practice these two will be completely integrated. For the sake of clarity and emphasis, however, the objectives are presented separately.

Academic Objectives

1. The development of the ability to communicate in English

2. The acquisition of natural speech patterns and an ability to express their own ideas

3. The development of proficiency in language for everyday conversation

4. The acquisition of language skills applicable to all areas of the curriculum

5. The development of skills and understandings in the content areas of the curriculum

6. A correlation of English and Spanish in such areas as music, literature, and social studies

7. The development of the ability to work successfully in a typical classroom with a peer group

Cultural Objectives

1. The development of an appreciation for the American way of life

2. An awakening of interest in the English language and the people who speak it natively

3. The release of greater powers of self-expression which will lead to a new sense of accomplishment and contribute to the learning process

4. The fostering of an insight into the cultural patterns and social values of the United States

5. The desire to become happy, useful, contributing members of society

6. The appreciation of the Mexican culture and of the heritage of the Mexican American

7. The development of acceptable standards of mental health, self-respect, self-actualization, and level of aspiration

These objectives listed are acceptable to most educators in planning programs in English as a Second Language, but most of the emphasis in the past has been on language development to the exclusion of the other important objectives. Although the integration of all the communication skills in functional situations is important, isolated language development is not adequate to help pupils function in normal classrooms with peer groups.

Factors

Even after there has been consensus about the objectives to be attained and the degree of accomplishment expected, there are many factors which will influence and determine the program to be developed. Since the pupils themselves, the teachers, the school, and the community will influence this program, it seems expedient to examine briefly these factors.

Pupil

The pupils in the English as a Second Language classes fall into two groups. One group consists of pupils who have lived in the community most of their lives. The other group consists of pupils who have just moved to the United States. Although there is some similarity in the groups, the differences are great enough that it is necessary to consider two entirely different programs of instruction.

The first group of ESL pupils are native Spanish speaking and, living in the United States, they have had some experience with English. They have heard English in markets and shopping areas, on buses and streetcars, on radio and TV, and perhaps from older brothers and sisters. They have had some contact with printed English as they have encountered signs in English, and in many cases they have at least seen newspapers and books written in English. This contact has given the pupils an awareness of the English language. However, within this group, fluency in English differs greatly; some communicate in English fairly well, some understand some English, but speak it only in the classroom, while some are able to communicate only in Spanish. But these children enter school with a head start because their ears are attuned to some degree to English. When these children enter the first grade of the English speaking school, they encounter a new world, and their problems are of such magnitude that it requires a depth of understanding, a skillful approach to teaching, and a curriculum devised to meet their needs.

The other group of pupils who make up the English as a Second Language classes consists of pupils who have just moved to the United States from Mexico. This group varies in age from six to twenty-one and in educational experience from those who have had no formal education in Mexico to those who have the equivalent of a high school education. The quality of their education varies greatly so that it is impossible to assume that all pupils completing a certain grade have had a similar basic education. Unless the school has a well-defined special program for these pupils, they will not have the opportunity to acquire the concepts, the understandings, and the skills necessary for effective participation in school and community life and for gainful employment. This special program should be designed to move the pupil as rapidly as possible into classes with peer groups.

Teachers

The importance of the teacher's role in the program cannot be overemphasized. The personality of the teacher, coupled with his attitude toward and empathy for his pupils, will greatly determine the success of the program. The instructor should have special training in the field of language teaching because his linguistic ability will also affect the teaching-learning situation.

Since the teacher's speech is the standard the pupils must imitate, he must enunciate all sounds distinctly and at a normal speech tempo. If the teacher is to guide the pupils in mastery of speech skills, he must serve as a model, a judge, and a stage director. As the pupils' model, he must present the structures to be learned so that the pupils can hear them correctly; as their judge, he must recognize immediately any departures from the standard pronunciation; and as their director, he must work out remedial measures to ensure mastery.

Although it is not obligatory for the teacher to be fluent in Spanish, some knowledge of the language is as asset. The teacher should understand special pronunciation and intonation difficulties in order to emphasize similar or contrasting elements of both languages and to appreciate the peculiar difficulties under which the pupils are laboring. A functional knowledge of Spanish will help the teacher to establish rapport with his students, and it will serve as a bridge in clarifying concepts and in making explanations.

The School

The school policies have a definite influence upon the English as a Second Language program. The administrator who is cognizant of the problems involved will hold the class to a minimum size to ensure individual instruction. If possible, a teacher's aide should be placed in each class.

Since placement of pupils is an important factor in the effectiveness of the program, the administrator should use many and varied techniques to group children into workable units for instruction. Too often pupils are placed in English as a Second Language classes who belong in other programs. Examples are the mentally retarded, the emotionally disturbed, or the discipline problem. Administrators should recognize that the placement of pupils presents a baffling problem because pupils vary drastically in ability, fluency in English, and academic achievement.

The amount of money allocated to this special program will determine the equipment and supplies available. Varied and meaningful approaches to learning will be made more effective with such equipment as a language laboratory to provide individual instruction, films and filmstrips to motivate the lesson, and a tape recorder to evaluate pupils' progress. It is essential that books and materials be available which are especially designed to meet the needs of the Mexican American, which may mean that such materials must be written.

The Community

The socio-economic level of the community in which the school is located is another force which will affect the curriculum of the English as a Second Language class. If it is a culturally deprived community, the pupils may have little opportunity to speak English outside the classroom; if parents are illiterate in English, they may not encourage the use of English in the home. However, in spite of deficiencies in home background and in readiness for school learning, the pupils have positive and constructive values which can offset environmental influences. A sympathetic, skillful, and interested teacher will help pupils to overcome these handicaps.

This then briefly describes the pupil, the teacher, the school, and the community and leads to the consideration of a curriculum which will be a vital force in achieving the objectives for teaching English as a Second Language.

Teaching in Spanish

The controversy over the teaching of pupils in Spanish that has raged over the last five years has resulted in enormous confusion for teachers and curriculum directors. What is the best way to teach the Mexican American to communicate in English? There is no unanimity, but there is a unanimous desire to find a superior method to help the Mexican American move into the stream of American life.

The Southwest Council of Foreign Language Teachers passed a resolution concerning the education of bilingual children in 1965 which is indicative of the radical move to sanction more teaching in Spanish. The resolution makes five recommendations that are applicable to the public school program for teaching the Mexican American.

First, throughout the Southwest, schools should plan a program in which non-English-speaking children are given curriculum-wide instruction in their native language in the regular school day, especially in the pre-school and primary years.

Second, instruction in English should also be developed, based on special techniques for teaching English as a Second Language.

Third, policies should be reconsidered which prohibit the speaking of languages other than English on school premises.

Fourth, school districts should be urged to make greater efforts to recruit qualified teachers and teacher aides who speak with native fluency the language of the pupils involved.

Fifth, recognizing the importance of the mother tongue as a symbol of an inherited culture and as an enrichment of our total culture, teachers should encourage all bilingual citizens to cultivate their ancestral language as well as the official language, English.

A few schools have tried instruction in Spanish and some claim significant educational gains; yet, it must be pointed out that no results have been conclusive. Methods such as those used in the Coral Way Elementary School, Miami, Florida, have been tried and abandoned in other schools.

Teaching in Spanish has merit particularly from a cultural viewpoint. Surely no educator would want a child to be ashamed of his native language, to feel that his family is second rate, or to develop a poor image of himself. The language used in the family may be called the "home-rooted" language; it is the language the child uses to communicate with the ones he loves best; it is the language he uses when he plays with his friends; it is the language of his songs, his stories, his prayers. The problem is not whether Spanish should be used in educating the Mexican American but rather how it can best provide a vehicle for better communication and understanding of English.

Some proponents of the bilingual program have favored giving each child instruction for a part of the day in his vernacular with a native teacher of his language. The other part of the day instruction would be in his second language with a native teacher of the second language. Others have advocated a program of teaching one or two particular subjects in Spanish such as science or social studies. At least one school has experimented with teaching all subjects in Spanish during the primary grades and then changing to English at about the fourth or fifth grade level. Many have claimed significant results but, at this time, all of these programs are still in the experimental stage and no research is valid. Some of the problems in these experimental programs are the absence of teachers proficient in both languages, the scarity of quality materials in Spanish, and the acceptance of the program by teachers, parents, and pupils. Another significant problem is inherent in the two languages, because Spanish and English are very different linguistically. Learning to read in Spanish does not ensure success in learning to read in English; in fact it might be a deterrent to English communication. It should be remembered that the Mexican American has the same goals, ambitions, and aspirations as does the Anglo American. He, too, wants to be a highly respected citizen and wants to enjoy economic, political, and personal freedom.

If the planners of curricula are willing to confront the problems realistically, they will concede that they must devise new programs to meet the needs of the Mexican American. It seems reasonable that children should have an opportunity to become familiar with English and at the same time to use their native language within the scope of the school day. Perhaps there should be no definite period for instruction in Spanish and another time for instruction in English. Could the two languages be used in such a way that there would be a communication, sometimes in English and sometimes in Spanish?

The logical place for the Mexican American to gain aural-oral mastery in both English and Spanish is in language arts.

There are many delightful stories such as "The Three Bears," "Red Riding Hood," and "The Ugly Duckling," which are universally read and loved by children. These books are as much the heritage of the Mexican American as any other nationality.

These stories could be read to the children in Spanish and then in English. The children not only would enjoy the story but also would gain a sense of security as they heard the story in their native language, thus giving them a keener appreciation of the English version. This could serve as an excellent activity to develop vocabulary in both languages as well as an opportunity to hear the melody of both English and Spanish. The children should soon be able to tell the story; some might tell it in English while others might tell it in Spanish. Later they might dramatize the story and it might be that Mother Bear would speak in English while Father Bear might answer in Spanish. Other stories could be read that are definitely Mexican in origin, allowing the child to gain a keen appreciation of the culture of Mexico.

Songs and games present another avenue that might bring a mingling of the two languages in ways to meet the emotional needs of the child and, at the same time, give him new insights into the culture of Mexico. Some songs may be sung in both languages such as "Silent Night" or "Noche de Paz."

There are other areas of the curriculum that skillful teachers will discover can be presented in both languages. Units in social studies might be developed about the home, school, or community, which would allow the child to communicate in his native language as freely as in English.

Instruction in both Spanish and English in natural and motivating experiences will facilitate development of aural-oral mastery of language forms and will widen pupils' horizons culturally as well as linguistically. Each of these areas will be discussed later when detailed suggestions are made for curriculum development.

Language Development

The primary objective in teaching the Mexican American is to develop his ability to communicate in English. The learning of English is a complex process but children can learn to speak English, idiomatically, and without accent, if taught scientifically. Teachers of English as a Second Language must realize that if pupils are to attain accuracy and fluency in English, they must have instruction in intensified English involving sequenced drills and meaningful repetition. It is important that the listening-speaking-reading-writing sequence be developed on valid linguistic principles.

In Teaching Young Students English as a Foreign Language, Dr. Faye Bumpass gives three linguistic principles to be considered in the teaching of a foreign language. The first principle is that language is and remains a phenomenon of sound. Writing is the reflection of speech, not speech itself. Reading is the reaction to writing in terms of recognition

and understanding. Learning English as a Second Language means to master the sound system of English. This requires a mastery of all structural patterns in English and the ability to produce them fluently and automatically.

The second principle is that the Mexican American "listening" to English does not "hear" the sound units which do not exist in Spanish. Since his ear is not tuned to hear sounds that are non-existent in Spanish, he tends to substitute some sound that is similar. In order to develop aural-oral mastery the teacher must present the sounds clearly and distinctly, and he must present the difficult sounds within lexical items and sentence patterns in order to avoid incorrect sound substitutions.

The third principle is that the Mexican American may be taught to "hear" a sound which is non-existent in Spanish by learning how to produce it correctly. The teacher must know and be able to illustrate how each sound is made and should give intensive practice in reproduction and recognition of these sounds. Such practice will aid pupils in forming correct habits in pronunciation, intonation, and rhythm patterns.

Oral Structured Drills

An important part of language development is attained through the use of oral structured drills. These drills involve the repetition of a language pattern with small but consistent changes in each repetition. The four basic drills are: repetition, substitution, replacement, and conversion. Since these drills form the basis of the curriculum in an English as a Second Language program, a few examples are given; however, more complete information may be found in Stockwell and Bowen, The Grammatical Structures of English and Spanish.

In the repetition drill a rote response is presented and practiced at normal speech tempo and with normal inflection. This drill should be carefully controlled in order to teach the automatic use of structural forms. An example of the repetition drill is given in which the sound of p is developed. The children are shown how to close their lips, then blow them open with a puff of air, but without voice to make the p sound. The teacher first says a word with the p as the beginning sound, then a word with p in the medial position, and then a word with p as the final sound. Later, phrases and sentences are used and the final portion may be a poem.

pear	people	top
pick	September	ship
pet	apple	pep
pan	purple	nap
part	paper	cap
poor	apartment	soup

a bad puppy	a pretty bird	to play ball
a big puppy	to be proud	my best cap
much better prose	to take a nap	in the park

1. They played in the park all afternoon.
2. Why didn't you buy some apples?
3. Do you prefer pork or beef?
4. Paul practiced playing the piano all morning.
5. I prefer peaches but Peter likes plums.

The Little Bird

Once I saw a little bird
Go hop, hop, hop.
I said, "Little birdie,
Will you stop, stop, stop?"
He looked me up and down
With a peep, peep, peep.
And across the grass he went
With a leap, leap, leap.

--Adapted

In the substitution drill any word or phrase in the sentence may be changed by substituting some other word or phrase of the same grammatical form for it. For example, a noun is substituted for a noun, a verb for a verb, or an adjective for an adjective. The following sentence illustrates the substitution drill.

The teachers says:	The pupils say in chorus:
This is a book.	This is a book.
pencil	This is a pencil.
chair	This is a chair.
The book is new.	The book is new.
old	The book is old.
big	The book is big.

In the replacement drill one word is replaced by another of a different grammatical form that will express the same idea. This type of drill is shown below.

The teacher says:	The pupils say in chorus:
The desk is black.	It's black.
Marie is pretty.	She is pretty.
The pencil's on the desk.	It's on the desk.

In the conversion drill the sentence is changed; for instance, an affirmative sentence is changed to the negative form, or a singular form is changed to a plural form. These examples of the conversion drill will serve to clarify this kind of activity.

The teacher says:	The pupils say in chorus:
The window is open.	The windows are open.
The boxes are open.	The boxes are not closed.
Are the windows open?	Yes, they are. They're open.
This coat is red.	That coat is red.

There are many variations of these four basic drills. It should also be pointed out that in one lesson several or even all types of oral structured drills may be used.

The mere repetition of these drills will profit nothing unless the teacher applies the three principles previously discussed. The words must be clearly pronounced and enunciated, and the intonation and rhythm must be perfect. The teacher must know how to guide the pupil so that he will avoid errors, and he must be able to show him how to produce each sound. The drills must be continued until the pattern is memorized; however, the practice periods should be short and interest should be maintained by varying the drills and by the use of visual aids.

If the teacher cannot serve as a perfect model of speech, then it is best to rely on tapes that have recorded perfect models. This places greater responsibility on the teacher, for he must then put forth a double effort to maintain interest and a high quality of participation.

Curriculum Proposals

The purpose of this portion is to present two proposed curricula for the Mexican American. The first curriculum is for the first group of pupils described earlier in this discourse. The pupils have lived most of their lives in the United States; they enter the first grade in the public schools and should continue through high school if the program meets their needs. The second curriculum is proposed for older pupils who enter the public schools from Mexico and are not able to work with peer groups since they cannot communicate in English and often are academically retarded. In order to make the suggestions for curriculum development clear, the first grade program is presented first, in some detail, with suggestions for succeeding grade levels.

First Grade Curriculum

Reading

There is a rather common agreement that children who speak no English need a special oral language program prior to beginning the usual basal reading program. It is essential that adequate oral proficiency consisting of the mastery of the basic sentence patterns common in English be developed. Vocabulary expands rapidly once this mastery is attained, but the mere rote memorization of a list of words does not constitute proficiency. The Mexican American child must be able to distinguish the many new sounds of English and to understand and speak some English to participate in the reading readiness program.

Not only is initial audio-lingual teaching of English as a Second Language essential to early reading success, but it is equally essential that the words developed include all of those used in the reading readiness program.

For example, exercises in listening for beginning sounds in words common to all reading readiness programs give pupils practice in deciding whether spoken words, or names of objects or pictures, begin with the same sound. It is assumed by the authors of reading readiness programs that the pupils have already learned to hear all the sounds of the language; unfortunately, this is not true of the non-English speaking child. The objective of the lesson in teaching beginning sounds is to make the pupil aware of the consonant sound at the beginning of a word and to teach him to distinguish it from other consonant sounds. If the Mexican American is to be successful with this type of lesson, he must have all of the vocabulary presented in oral structured drills prior to the teaching of the reading readiness lesson.

One of the first lessons in Getting Ready to Read is to teach the initial sound of M. In this lesson the following words are used: monkey, moon, mask, mop, mirror, mouse, mailbox, milk, meat, money, man, mailman, mittens, matches, and marbles. The following structured drills show how the words can be developed using pictures or real objects.

The teacher says:	The pupils say in chorus:
This is a monkey. moon mailbox mirror	This is a monkey. This is a moon. This is a mailbox. This is a mirror.
This is a monkey. This is a moon. mailbox mop	It's a monkey. It's a moon. It's a mailbox. It's a mop.
This is a man. This is a mailman.	He's a man. He's a mailman.
This is a match. This is a marble. mittens mop	These are matches. These are marbles. These are mittens. These are mops.
What's this? What's this?	It's a monkey. It's a match.
Is this a monkey? Is this a man?	Yes. It is a monkey. Yes, it is a man.
Is this a marble? Is this a monkey?	No, it is not a marble. No, it is not a monkey.

The teacher says:	The pupils say in chorus:
Is this a mop?	No, it's not. It's a man.
Is this a mirror?	No, it's not. It's a mitten.

After pupils have gained proficiency in these drills, the teacher may vary them by using a chain response.

First Pupil:	Second Pupil:
Find the monkey.	Here's the monkey. Find the mop.
Third Pupil:	**Fourth Pupil:**
Here's the mop. Find the moon.	Here's the moon. Find the mop.
First Pupil:	**Second Pupil:**
Put the monkey in the box.	The monkey is in the box. Put the mouse in the box.
Third Pupil:	**Fourth Pupil:**
The mouse is in the box. Put the mask in the box.	The mask is in the box. Put the money in the box.
First Pupil:	**Second Pupil:**
I see the monkey. What do you see?	I see the mirror. What do you see?

After children have had experiences with the vocabulary in the oral structured drills, they will be able to hear the sound M at the beginning of monkey, moon, mirror, and meat and will be successful with the reading readiness lesson. Not only is initial audio-lingual teaching of English as a Second Language essential to early success in reading for the Mexican American, but this type of teaching must be continued as long as the child needs this extra assistance.

Perhaps it should be clearly stated that instruction in reading should be in English and children should not attempt to read in Spanish until the intermediate grade level. This is not to say that Spanish will not be used to present vocabulary at any point when translation will be the most effective way to develop understanding.

Stories

Reading and telling stories are valuable activities in teaching English as a Second Language. The story should be read in Spanish once or twice before it is read in English. Children may learn to tell it in both English and Spanish and they might tell it in English using a few Spanish words to facilitate communication. The story hour should be a time of enjoyment but it should also promote language growth.

Some of the stories selected should be ones which children are familiar with in Spanish and that have a universal appeal for children. The story should be rewritten in very simple English, using as few different words as possible, certainly no more than three or four hundred. Key words and phrases should be repeated in order to encourage choric responses. It should be written in scenes with a view to depicting the story visually and later for dramatization.

"Little Red Riding Hood" is a story which meets the criteria set up. "Caperucita Rojo," universally loved, is as much a part of the culture of Mexico as it is of the United States. It might be divided into the following scenes: (1) Little Red Riding Hood's Home, (2) The Walk through the Woods, (3) The Wolf at Grandmother's, (4) Little Red Riding Hood at Grandmother's, (5) The Woodcutter's Rescue, (6) Grandmother Welcomes Little Red Riding Hood.

After the story is told in Spanish, English oral drills should be developed to acquaint children with the vocabulary, the sentence patterns, and new structural phrases. The following drills are suggested to show how a story told for pleasure leads to growth and fluency in language.

1. Repetition drills

The teacher says:	The pupils say in chorus:
The house is small.	The house is small.
The wolf is large.	The wolf is large.
The forest is green.	The forest is green.
Red Riding Hood is pretty.	Red Riding Hood is pretty.
She walks through the forest.	She walks through the forest.
He runs through the forest.	He runs through the forest.
He talks in a loud voice.	He talks in a loud voice.
She goes into the house.	She goes into the house.
She knocks on the door.	She knocks on the door.

2. Substitution drills

The teacher says:	The pupils say in chorus:
This is Mother.	This is Mother.
Grandmother	This is Grandmother.
wolf	This a wolf.

The teacher says:	The pupils say in chorus:
basket	This is a basket.
What's that?	This is a basket.
Who's this?	This is Red Riding Hood.

3. Replacement drills

The teacher says:	The pupils say in chorus:
Red Riding Hood is pretty.	She's pretty.
The Wolf has big eyes.	He has big eyes.
The Wolf has big ears.	He has big ears.

4. Conversion drill

The teacher says:	The pupils say in chorus:
Is this a wolf?	Yes. It is a wolf.
Is this a man?	No. It's not. It's a girl.

5. Dialogue

The teacher says:	The pupils say in chorus:
What big ears you have, Grandmother!	The better to hear you with, my dear.
What big eyes you have, Grandmother!	The better to see you with, my dear.
What big teeth you have, Grandmother!	The better to eat you with, my dear.

Interest in the story will depend upon the creativeness of the teacher. Each repetition may be an exciting experience if different props are used and a variety of techniques are employed. Flannel board figures, puppets, and three dimensional objects will add to the charm of the story.

Selected stories may be used as the key to understanding the culture of Mexico and may give the Mexican American a new sense of pride in his ancestry. Such a story is Nine Days to Christmas, by Mary Hall Ets and Aurora Labastids. This delightful story of a modern Mexican family tells how Ceci celebrated her first posada with a very special pinata. The love of the family, the description of the market, and the pinata that became a real star will touch the hearts of all children.

Poems

Children delight in saying poems, Mother Goose rhymes, and jingles in chorus. Through repetition, children may be led to achieve the flexibility necessary to improve their pronunciation and intonation in general. The teacher should emphasize the rhythm and should give special attention

to the pronunciation of unfamiliar or troublesome words. The intensity of the presentation ensures greater success because of the motivation. Some poems in Spanish should be included, for if poetry is to have personal value for the pupils, it must be related to other aspects of their lives, to their emotions, ideas, attitudes, desires, and to the pleasures that poetry can provide for them personally. The following are typical examples which may be used effectively with first grade children.

Two Little Hands

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little body turns around;
One little child sits quietly down.

La Vibora Del Mar

A la víbora, víbora
de la mar, de la mar,
por aquí pueden pasar,
las de adelante corren mucho
las de atrás se quedarán.

Una mexicana que fruta vendía
ciruelas, chavacano, melón y sandía
será la vieja del otro día?
Verbena, verbena, jardín de matatena.

Companita de oro, déjame pasar,
con todos mis hijos,
menos el de atrás, tras, tras.

Washing Machine

Swish, swish, swish, swish
I am a washing machine.
I swish and swish and
swish and swish
Till the clothes are
all quite clean.

Naranja Dulce

Naranja dulce,
limón partido,
dame un abrazo que yo te pido.
Toca la marcha, mi pecho llora,
adiós señora, yo ya me voy.
Si fueran falsos
mis juramentos, en otros tiempos
me olvidarán.
Salio la luna, volvió mi madre
Adiós comadre, yo ya me voy.

Songs and Games

Songs and rhythmic games in both Spanish and English are not only a means of creating atmosphere and developing enthusiasm, but they are an excellent medium for teaching vocabulary and the melody of the language.

The kind of Mexican music we hear most often is that of the village and rural areas. The simple tunes of the music are the kind all can whistle or sing. Some tunes have a strong Spanish feeling; the rhythms have vitality and often urge the listeners to dance. A great many of these songs are gay and happy in mood; others are sad. The happy ones almost bounce while the sad ones almost weep.

Some of the songs may be learned in both English and Spanish, such as "Lullaby."

Duerme, duerme bién, duérmete mi amor,
Que por tí yo velo, con cariño fiel.
Duerme, duerme bién, duérmete mi amor,
Que por tí yo velo, con cariño fiel.

Slumber on my dear one, slumber on my love.
Over you I'm watching, watching faithfully.
Slumber on my dear one, slumber on my love.
Over you I'm watching, so faithfully.

The "Counting Song" is one that incorporates both English and Spanish in a most delightful manner.

Uno dos y tres, cuatro, cinco, seis.
Siete, ocho, nueve, I can count to diez.

Adiós amigo, adiós my friend
Hasta la vista, till we meet again.

Tengo un sombrero, I have a little hat.
Tengo un sarape, what do you think of that?

There is a wealth of Mexican folk songs which the teacher may choose for the pure enjoyment of the pupil; but the English songs may prove to be not only a motivating activity but one more avenue to give further drill in vocabulary.

The well known French song, "Are You Sleeping," provides an excellent substitution drill. The words are given below with some ideas on how children may gain practice on the difficult suffix, ing.

Are you sleeping?
Are you sleeping, Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding, ding, dong,
Ding, ding, dong.

Substitution drill:

Are you working?
Are you eating?
Are you playing?

Songs and rhythmic games provide the creative teacher with an unusual opportunity for helping children to use English in a pleasurable activity. The teacher should always be alert for errors in pronunciation and enunciation and should provide structured drills on any errors detected.

Social Studies

The importance of social studies can hardly be overestimated, because it is in this area that the pupil develops those attitudes and values

which constitute the basis of good citizenship. At first grade level as children study the home and the school, they become aware of democratic values, patriotism, and a sense of loyalty to family, school, and community.

For example, in studying about the school the children might gain a better insight into how the school is a home away from home. This might first be told in Spanish to develop understanding and then in English. When Spanish is used the entire story or item should be presented; it should never become a line for line translation. Discussion might be more meaningful if children are allowed to talk in the language in which they feel more comfortable, whether it be English or Spanish. The teacher should constantly keep in mind that the English must be simple, that the entire lesson should be oral, and that oral structured drills should be used to develop each understanding.

A very simple example is given to show how the teacher could begin a study of the school. Not more than four to six sentences should be given at one time.

Ésta es una escuéla.	This is a school.
Ésta es la señorita Smith.	This is Miss Smith.
La Señorita Smith es la maéstra.	Miss Smith is the teacher.
María es una discípula.	Maria is a pupil.
María está en la clase.	Maria is in the class.
Is this a school?	Yes, it is.
Is this Miss Smith?	Yes, it is.
Is Miss Smith the teacher?	Yes, she is.
Who is Miss Smith?	Miss Smith is the teacher.
Who is Maria?	Maria is a pupil.
Who is a pupil?	Maria is a pupil.
Who is the teacher?	Miss Smith is the teacher.

Pictures, filmstrips, and puppets should all be used to introduce social studies understandings. The social studies lesson is, in truth, just an extension of the language development lesson, but as soon as possible children should be encouraged to express their own ideas in their own way. The teacher should then listen carefully for errors in pronunciation and intonation; these errors should be corrected in structured drills immediately.

Arithmetic

The fundamental concepts of arithmetic should be developed through the use of concrete objects, pictures, and visual representations. Since the vocabulary of arithmetic is new to all children, the Mexican American should be able to master it as rapidly as the native English-speaking child. Through oral presentations the teacher will be able to discourage learning of a rote response. The arithmetic lesson becomes an additional opportunity to give pupils practice in the use of English.

Handwriting

Writing is a motor skill which most Mexican Americans master with little difficulty. There is no valid reason to use Spanish in teaching writing because children can learn every stroke through imitation. The ingenious teacher will use the writing lesson to give meaning to such words as left, right, up, and down. He will also teach the skill of following directions.

Curriculum for Grades 2-8

The same ideas given under the first grade should be employed in the succeeding grades but at a more mature level. If language development becomes an integral part of the curriculum, then the problems of vocabulary, pronunciation, and intonation should decrease. Such a program demands that every teacher be a highly trained teacher of English as a Second Language.

Curriculum Designed for Older Pupils

A curriculum designed to meet the needs of pupils who have just moved to the United States from Mexico presents almost insurmountable problems. These pupils vary in age from six to twenty-one and in educational experiences from those who are completely illiterate to those who have the equivalent of a high school education. In general the curriculum for these pupils may be divided into two areas: language development and content or subject matter.

Language Development

All of the ideas presented previously should be incorporated in planning a program for these pupils, but there are other factors to consider. The students will be different levels of linguistic development in the four basic language skills. Some may be able to hear sounds and yet not be able to produce them; others may be able to use a pattern during practice and yet not be able to use it in a real language situation; some may be able to call out words in reading and yet not be able to bring meaning to the printed page. The teacher will have to provide specific practice in these and other skills on an individual or group basis in order to bring the child up to grade or age level.

It is important that equal emphasis be given to vocabulary, to language patterns, to intonation, and to cultural meaning in order to develop true language competency. The four basic activities--listening, speaking, reading, and writing--should serve as guide posts to a well-rounded language arts program. There are a number of programs presented by various authors, but, perhaps, We Speak English, Books I and II, by Faye Bumpass more nearly meet the needs of these pupils. Dr. Bumpass emphasizes the aural-oral approach, and if teachers follow up this material with oral structured drills to correct errors in pronunciation and intonation, pupils will be successful.

The oral language program leads to reading, but the reading process is extremely complex and demands the knowledge of many related word recognition and comprehension skills. Although the teacher may find indirect approaches, such as taking field trips, effective in contributing to the development of some skills needed for reading, it is essential that the pupils be given a sequentially developed reading program. The teacher should remember it is not necessary for the child to complete each page of a particular text, but if he masters the skill, he should move on as rapidly as possible.

Content Areas

Although the development of language presents a real problem, the subject matter areas present an even more baffling one. There is no help to be found in the current publications; in fact most authors do not even relate to this problem. For example, consider the problem of preparing a curriculum for a child thirteen years of age who has been to school two years in Mexico. If this child is to work with his peer group in grade seven or eight, he must not only be able to communicate but he must have the skills taught in arithmetic, social studies, science, and formal English. He must learn not only the language of the various disciplines, but he must actually gain the understandings and skills taught at each grade level. It should be remembered that the pupil's maturity and level of aspiration may make it possible for him to work at a rapid rate.

There is an urgent need for curriculum materials which will give teachers direction in this area. For example, in arithmetic, units might be worked out in addition, subtraction, multiplication, division, common fractions, decimal fractions, ratio and proportion, per cent, and geometry. In each unit the language for that particular segment of subject matter could be presented. The chapter on addition might present the essential understandings learned in grade three and in following lessons the information for grades four, five, etc. In this way the teacher would know exactly how much content the pupil must know to be successful at a particular grade level.

The Mexican American child who has the skills and understandings in the content area could concentrate on the language of arithmetic or the language of social studies, in order to move into the regular classroom with peer groups.

Conclusion

The teaching of English as a Second Language is one of the most challenging problems facing educators today. Improvements should be recognized, experimental programs should be critically evaluated, and efforts should be made to initiate creative materials and techniques. Teachers should be aware of materials and methods that are being used with come success. Teachers, curriculum directors, and college professors must unite to provide programs which will give Mexican Americans fluency in English, pride in their own culture, and desire to become happy, useful, contributing citizens of the United States.

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